

GDA

CURRICULUM AND INFORMATION GUIDE

2002-2003

ACADEMIC REQUIREMENTS FOR DIPLOMA

I. Credits

- A. Successful completion of 16 credits including required courses.
- B. Two-semester majors = 1.0 credit; minors & one-semester majors = 0.5 credit.
- C. Transfer credits require approval of the Academic Dean.
- D. Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

II. Distribution Requirements

- A. English—courses 11-12, 21-22, 31-32, 33-34 or AS 31-32, and one in each semester from the 40s series.
- B. Mathematics—courses 11-12, 21-22, and 31-32 or 35-36.
- C. Social Studies—U.S. History and a two-semester course prior to U.S. History.
- D. Foreign Languages—courses in 11-12, 21-22 and a third year in any one language. ESL students are not required to complete the foreign language requirement with permission of the Academic Dean.
- E. Sciences—2 two-semester majors (including SC 11-12 if entering 9th grade) also SC 10 Life Skills, if entering 9th or 10th grade.
- F. Fine Arts—Introduction to the Fine Arts in 9th grade; thereafter, one course in art, ceramics, music, photography or computer art.

III. Minimal Credit Load Per Year

- A. 9th grade—5.5 credits.
- B. 10th grade—4.75 credits (most carry 5.25).
- C. 11th grade—4.5 credits (most carry 5.0).
- D. 12th grade—4.5 credits (many carry 5.0).

IV. Other Requirements and Constraints

- A. THE HUMANITIES PROGRAM REQUIREMENT Students must attend one on- and one off-campus cultural performance each semester that they attend the Academy.
- B. THE COMMUNITY SERVICE REQUIREMENT Governor Dummer students may fill the community service requirement in three ways while enrolled at GDA:
 - A student may volunteer for the annual Massachusetts Special Olympics Soccer Tournament, which is hosted by GDA in the fall, during both her or his junior and senior years.
 - A student may participate in one season of the afternoon program by working at an agency arranged by the school.
 - A student may volunteer 50 hours of time in a program off campus, during vacations, or other non-school time.
- C. THE AFTERNOON PROGRAM REQUIREMENT Students are required to participate in some offering of the afternoon program for every season while attending the Academy.
- D. Programs for grades 10, 11 and 12 must include at least four major courses in each semester. The 9th-grade program is fixed at five major courses and one minor course.
- E. Seniors must pass all two-semester courses regardless of total credits accumulated prior to the 12th grade, and may not fail a course in the second semester.
- F. In two-semester courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.
- G. Students may not drop-without-penalty, change, or add courses after the semester drop-add deadline.
- H. Two-semester courses may not be discontinued at midyear, and no two-semester course may be changed beyond the 1st semester drop-add deadline. Requests for exceptions to this policy must be made in writing to the department head and Academic Dean. In all cases, the Academy reserves the right to determine appropriate placement.
- I. Any student not meeting minimal academic achievement standards as outlined in the student handbook is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable to dismissal from the Academy.

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COURSE OFFERINGS AND EXPLANATORY NOTES

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. It is possible that a course listed herein will not actually take place if enrollment is deemed insufficient, or will change semesters if enrollments so dictate. Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details information for students considering participation in the Senior Spring Projects Program.

COURSE DESIGNATIONS consist of a course number and a descriptive title, such as MA 21-22: Geometry. An odd number is generally offered only in the FALL semester; even numbers in the SPRING semester. A course with a single number, such as HS 45: Russian History, is a complete course in one semester. A two-number course, such as SC 21-22: Biology, is a year-long course requiring enrollment in both semesters. All courses listed in these pages are MAJOR courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as MINOR courses (0.25 credit per semester).

The Governor Dummer curriculum does not utilize "ability grouping" or "tracking by ability." However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for the student with outstanding strengths and high motivation.

ACCELERATED SECTIONS exist in the science and foreign language programs, indicating greater challenge and competition relative to regular sections. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied.

HONORS SECTIONS in upper-level mathematics signify more demanding sections of these courses. The honors designation in mathematics is earned by selection by the department faculty.

THE ADVANCED PLACEMENT PROGRAM OF THE COLLEGE BOARD, designed to offer greater challenges through rigorous coursework to able and ambitious students, encompasses the most demanding coursework that we offer. Such courses include an additional 90-180 class minutes/week. Students have additional work over vacation periods, including the summer. All students who take an advanced placement course must sit for the AP exam in May.

Each academic discipline offers at least one Advanced Placement course, for which there may be multiple sections. Students are selected for Advanced Placement courses based on past achievement, evidence of commitment to learning, tested ability, and departmental recommendations. While a student might desire to take an Advanced Placement course, GDA reserves the right to select students for our Advanced Placement courses. GDA also reserves the right to remove a student from an AP course at the semester break if the quality of that student's work and work ethic does not meet the challenging caliber of these intensive and extensive courses.

It is our goal to place students in classes at all levels for which they are appropriately prepared and at which they are sufficiently challenged.

COLLEGE ENTRANCE REQUIREMENTS We suggest that college entrance requirements be kept in mind when selecting courses. In many instances these requirements may exceed the Academy's minimum requirements for graduation. The College Handbook and the catalogs of the individual colleges are sources of information, as are the departmental notes throughout this pamphlet.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum, to take the extra history course, to be sure to include a lab science in the junior and senior year, and to aspire to accelerated, honors, or AP sections.

Because many colleges require candidates to take the SAT II-Subject Tests—in addition to the SAT I—in at least three different areas (usually writing; mathematics; and one in foreign language, American or European history, or science) by December of the senior year, courses should be chosen with this in mind. Our students normally take the SAT II on two dates: in June of the junior year and in the fall of the senior year. A few sophomores find it advantageous and are advised to take one or two SAT II-Subject tests upon completion of the appropriate courses.

CHOOSING A PROGRAM OF STUDY Decisions concerning the selection of courses are made in consultation with the student's advisor. Choices are made at the end of the ninth and tenth grades and have a very important impact in the two crucial years—junior and senior—of the college admission process.

EN 11-12: FRESHMAN ENGLISH (TWO SEMESTERS) This course is designed to help students develop sound, individual writing styles and to gain confidence in their own evaluations of literature. It is a year of exposure to themes of adolescence, journey, fidelity, and individuality by examining the questions that all societies ask. Two core texts, *Midsummer Night's Dream* in the first semester and *The Odyssey* in the second semester, help students to explore questions about creation, death, honor, governance, religion, and heroism. Students will practice writing critical analyses, personal and creative essays, and poetry through informal weekly writing assignments and formal compositions. Students will also study vocabulary weekly, a practice including competency exams in both vocabulary and grammar, that will continue through a student's four years at GDA. Competency examinations in both vocabulary and grammar will be given in this course, examinations which will be repeated in varying forms and at varying periods during the four-year study of English.

EN 21-22: SOPHOMORE ENGLISH (TWO SEMESTERS) The theme for sophomore English is voice. Through the study of literature and writing, students will discover the presence and power of voice in the written word. Who am I, what does my voice sound like, do I have a voice, and why is voice important? Through selected non-fiction and novels during the first semester and poetry and drama during the second semester, students uncover the power and persuasiveness of voice in literature. Students will develop their own voices in writing by practicing the form of the argumentative essay. Formal and prescriptive work in grammar and punctuation will be combined with workshop techniques in process writing to encourage peer criticism and revising. Competence examinations will concentrate on grammatical terminology and usage, vocabulary, and essay writing.

EN 31-32: JUNIOR ENGLISH (TWO SEMESTERS) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of form and style. Junior students will read carefully, write honestly, and discuss courteously the question: How does a person grow up in the United States? We will consider the problems of achieving an effective and authentic identity in the stress of a culture which values Emersonian "self-reliance" but which also locates individuals as members of various groups and cultures. Texts include but are not limited to *Their Eyes Were Watching God*, *An American Childhood*, "On the Duty of Civil Disobedience," "Bartleby the Scrivener," "The Yellow Wallpaper," "Fat Girl", and *The Glass Menagerie*. Three times during the year students will also take vocabulary competency examinations.

EN 33-34: AP JUNIOR ENGLISH (TWO SEMESTERS) This extensive and intensive course in literature and writing will provide an academic challenge for highly motivated students of English. Much of the literature will focus on the non-fiction and fiction of American Literature. In addition students will write in a variety of forms—persuasive, expository, and narrative. This course will require supplementary work over the summer and during vacations. Students must maintain a B+ or higher average for sophomore English, receive the recommendation of their teacher, and submit an analytical essay in order to be considered for this course. Selection will be made by the English department. Students must sit for the AP Language and Composition exam in May.

AS 31-32: AMERICAN STUDIES (TWO SEMESTERS, TWO CREDITS) What do American literature and history have in common? Both offer a narrative of human lives. This course offers a unique opportunity to examine American social, political, cultural, and artistic movements through the perspectives of history and literature. Working within a chronological framework, we will examine American society from European contact through the present. We will focus our analysis on events, movements, groups, and individuals who have shaped and continue to influence American culture. A 10-page research paper is required. This course meets for a double period, and fulfills credits for junior English & United States History. (Prerequisite: two semesters of history; applicants must submit a one-page typed letter explaining why they want to enroll in this course.)

EN 40: SENIOR ENGLISH To fulfill the English requirement each senior will take a common course in the fall semester and then select one spring-semester course. Descriptions of the fall common course and samples of past electives are printed below:

FALL SEMESTER By reading “paired texts,” students will explore the depth, breadth, and variety of human experience that literature provides its readers. The core texts for this course will be William Shakespeare’s *Hamlet* and Mary Shelley’s *Frankenstein*. Each piece will be paired with another text of the teacher’s choosing. All seniors, except those enrolled in the AP Senior English course, will take this course.

SPRING SEMESTER (SAMPLES) **The Last Men’s Club: A Look at the Beat Writers** This course will examine the literature of the Beat writers of the 1950s and early 1960s. A discussion of The Black Mountain poets will be an integral part of the class. The music of the time will also be examined. Special attention will be paid to the movement’s rather masculine bias and its subsequent demise as a literary expression because of that bias. Specific writers to be read and discussed will be Kerouac, Ginsberg, Corso, Snyder, Ferlinghetti, Olson, Creeley, and Robert Duncan.

Laughing Matters: An Exploration of Comedy and Satire In this seminar we will explore the theories and practice of comedy and satire. Works by authors such as Aristophanes, Plautus, Shakespeare, Swift, Eliot, and Waugh will be studied in conjunction with the visual art of Hogarth, Rowlandson, and Steinberg (among others) and familiar films such as *Blazing Saddles* and various Monty Python productions. Students will engage in a culminating independent reading assignment that will allow them an opportunity to select a comical/satirical piece for in-depth exploration and presentation.

EN 51-52: AP SENIOR ENGLISH (TWO SEMESTERS) This course is designed as a first year college level English course. Students will study a variety of works from both the American and English literary traditions and from various time periods from the sixteenth century to the twentieth century. By confronting challenging reading and writing assignments, students will learn to become skilled, mature, critical readers and to become practiced, logical, succinct writers. Students must maintain a B+ average in junior English in order to be eligible to take this course. It will meet for an additional class period each week and there will be additional reading during the summer and other vacations. Students must sit for the AP Literature and Composition exam in May. In addition students will take vocabulary competency exams three times during the year.

English as a Second Language (ESL)

ES11-12: INTERMEDIATE ESL The focus of intermediate ESL is acclimation to American culture and the Governor Dummer community. Students are prepared to meet the academic and social expectations through extensive listening and speaking practice in class, and through reading, writing and reflecting on literature and their own first year experience.

ES13-14: ADVANCED ESL The focus of Advanced ESL is to further develop the student’s skills in all areas of academic English. Students are prepared to write research papers, make classroom presentations and read and write with greater fluency.

MATHEMATICS DEPARTMENT

The core program includes Algebra I, Geometry, and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments, and first exposures to functions, graphing, problem solving, and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations, and experience applying appropriate concepts and strategies in given situations.

MA 11-12: ALGEBRA I (TWO SEMESTERS*) This first course in algebra emphasizes basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations, and inequalities.

MA 21-22: GEOMETRY (TWO SEMESTERS)** In this course the students are introduced to Euclidean Geometry. The challenge of being able to solve problems using the components of deductive structure and employing traditional, coordinate, and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on one another.

MA 31-32: ALGEBRA II WITH TRIGONOMETRY (TWO SEMESTERS) This is an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real, and complex number systems; and introductions to exponential, logarithmic, and trigonometric functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students will also apply these concepts and skills to the solution of real world applied problems. (Students are ready for the Math Level I SAT II Test after MA 32.)

MA 35-36: HONORS ALGEBRA II (TWO SEMESTERS) This honors course offers deeper coverage of the topics considered in MA 31-32 and introduces sequences, series, and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment requires departmental recommendation.) Students are ready for the Math Level I SAT II Test after MA 36.

MA 41-42: STATISTICS (TWO SEMESTERS) Through the study of elementary combinatorics, probability, and descriptive statistics, students will learn to deal with the data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with “evidence” for taking their positions. (11th and 12th graders only; can be taken concurrently with another mathematics course with department approval.)

The two Precalculus courses, MA 45-46 and MA 47-48, continue the traditional route from arithmetic through algebra and analysis to the calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and explores the concept of a function and its applications. Students in these courses are ready for Math Level I SAT II Test if taken in December, and Math Level II SAT II Test in June.

MA 45-46: PRECALCULUS (TWO SEMESTERS) This is a review and extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the binomial theorem and mathematical induction, and elementary probability. Some introduction to the ideas of the calculus is also included. This first course beyond the academy’s math requirement is strongly encouraged as the goal of all students.

MA 47-48: HONORS PRECALCULUS (TWO SEMESTERS) This honors course offers deeper coverage of the material developed in precalculus along with additional topics. The elementary functions are explored with the assistance of a graphing calculator. Other areas such as limits, mathematical induction, polar coordinates, and vectors will be included in the course. In the last third of the course, students will start AP Calculus and complete differential calculus of polynomial functions. (AP Calculus is the usual sequel.)

MA 51-52: AP STATISTICS (ADVANCED PLACEMENT; TWO SEMESTERS) The goal of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusion from data. Students will be exposed to four main conceptual ideas: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. (MA 45-46 is a prerequisite; Advanced Placement Exam administered in mid-May is required; can be taken concurrently with another mathematics course with department approval.)

MA 55-56: AB-CALCULUS (ADVANCED PLACEMENT; TWO SEMESTERS) This introduction to the calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and to economics, physical sciences, and life-sciences. (MA 47-48 is the usual prerequisite; Advanced Placement Exam administered in mid-May is required.)

MA 57-58: BC-CALCULUS (ADVANCED PLACEMENT; TWO SEMESTERS) In addition to the material covered in AB-Calculus not already covered in MA 48, topics include limit theory, continuity, and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. (MA 47-48 or MA 55-56 is a prerequisite; Advanced Placement Exam administered in mid-May is required.)

MA 61-62: ADVANCED TOPICS IN MATHEMATICS (TWO SEMESTERS; MINOR COURSE) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from the calculus and problem solving. In this way the student's background will be broadened before beginning a major in mathematics.

MA 63-64: ADVANCED TOPICS IN MATHEMATICS (TWO SEMESTERS; MAJOR COURSE) This course is for students who have completed BC-Calculus as juniors. Study will include topics from linear algebra and matrices and from number theory, perhaps to include some topics from the calculus and problem solving. In this way the student will develop a broader background and will be better prepared to read mathematics in college. A project is likely to be involved.

CS 20: INTRODUCTION TO PROGRAMMING (FALL; HALF-CREDIT) This course is an introduction to programming the computer using the language of Basic, Visual Basic, and Java. The Basic language is studied so that the students may become familiar with the programming techniques of the TI-83+ Programming Calculator. Applications pertaining to the TI will be explored. Study of the Java language gives the student an introduction to top-down modular design programming techniques. Projects commensurate with the mathematics background of the student will be emphasized. (Grades 9, 10, 11, or 12; no prerequisite required. Enrollment limited to 10 each semester.)

NOTES:

- * A special section of MA 11 may (depending on enrollment) be offered in the spring semester for those requiring a fresh start in Algebra I. They will be required to complete MA 12 during the ensuing summer before entering Geometry (MA 21-22) the next September. In addition, a special section of Honors Algebra I (MA 16) may (depending on enrollment) be offered in the spring semester for those students that have demonstrated high achievement and effort in MA 11.
- ** In addition, a special section of Honors Geometry (MA 26) may (depending on enrollment) be offered in the spring semester for those students that have demonstrated high achievement and effort in MA 21.
- Placement in all higher mathematics courses is determined by the department faculty.
- The department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business will need to study mathematics in all four years.
- Placement in courses will be determined by the department's recommendation. Exceptions require written permission of the Department Chair and the current teacher.
- Students who have completed precalculus (MA 45-46 or 47-48) are advised to take the Math Level II SAT II Test. Those who are only half-way through precalculus or at the end of Algebra II and Algebra III are advised to take the Math Level I SAT II Test. Those who have not completed Algebra II are not fully prepared for either test.
- Very strong students of Algebra I (A- or better) may take Geometry and Honors Algebra II concurrently in the tenth grade with the approval of the Advisor, the Department Chair, and the Academic Dean. It is not permitted to double up with Geometry and regular Algebra II trying to accelerate a full year in the mathematics program.
- Students completing the Mathematics requirement prior to the 11th grade who wish to terminate MA 43-44 or the study of mathematics must earn departmental approval on Level I SAT II or else enroll in MA 45-46. Only very special circumstances would warrant approval of termination of mathematics study before the senior year.
- Students enrolled in any of the following upper-level courses may not discontinue these year-long commitments at semester break in January: MA 41-42 MA 43-44, MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 55-56, MA 57-58, MA 61-62, and MA 63-64.
- Students will be required throughout the mathematics program to use an advanced scientific graphing calculator made by Texas Instruments, the TI 83+. Computer software packages in spreadsheets, graphing programs, and statistics programs will also be woven into the program's curriculum.

HISTORY AND SOCIAL STUDIES DEPARTMENT

HS 11-12: HERITAGE AND IDENTITY (TWO SEMESTERS) This introductory course teaches basic skills and examines how historical heritage and personal decision-making shape values and identity. One semester will focus on civics and will study the Constitution of the United States and the rights and responsibility of American citizenship. Other political models will be examined as well. A core textbook, novels, films, and current events will provide context for exploring these themes. The other semester is spent using the *Facing History and Ourselves* curriculum where students evaluate historical events such as the Holocaust through the lenses of their own values and personal decision-making processes. Through this course, students are exposed to non-Western cultures and to world geography. (Normally in 9th grade.)

HS 21-22: MODERN EUROPEAN HISTORY (TWO SEMESTERS) The first quarter examines the significance of the impact of revolutionary ideas in western Europe, from the Renaissance and Reformation through the Enlightenment and from the Scientific Revolution to the Industrial Revolution, including the advent of Marxism. Two political revolutions that result are studied in the second quarter: the French Revolution and the Russian Revolution of 1917. The march of nationalism to imperialism and The Great War is the focus of the third quarter, while modern totalitarianism, in the form of Nazism and Stalinism, is studied in the last quarter. (Normally in 10th grade.)

HS 31-32: UNITED STATES HISTORY (TWO SEMESTERS) This chronological survey focuses upon significant governmental, social, and economic issues and developments in the nation's history. Students work from primary and secondary sources, write frequent position papers and analytical essays, and research and write a 10-15-page thesis. (Prerequisite: two semesters of history; 11th or 12th grades.)

HS 33-34: AP UNITED STATES HISTORY (ADVANCED PLACEMENT; TWO SEMESTERS) This section will undertake a more intensive study of American history. The syllabus will emphasize work with documents, and analytical work in political, economic, constitutional, and social history of the United States. Students are required to take the AP exam in May, and to write a major research paper. (Departmental approval is required; 11th or 12th grades.)

AS 31-32: AMERICAN STUDIES (TWO SEMESTERS, TWO CREDITS) What do American literature and history have in common? Both offer a narrative of human lives. This course offers a unique opportunity to examine American social, political, cultural, and artistic movements through the perspectives of history and literature. Working within a chronological framework, we will examine American society from European contact through the present. We will focus our analysis on events, movements, groups, and individuals who have shaped and continue to influence American culture. A 10-page research paper is required. This course meets for a double period, and fulfills credits for junior English & United States History. (Prerequisite: two semesters of history; applicants must submit a 1-page typed letter explaining why they want to enroll in this course.)

All remaining History Department courses have a prerequisite of U.S. History and are generally limited to one section:

HS 37: POST-WAR AMERICA (FALL; HALF-CREDIT) "From Yalta to Megatrends." This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam, and Watergate. We will also consider America in the 1980s under President Reagan and conclude by speculating about the future. A focus of the course will be comparing the 50s to the 60s and discussing which decade best fulfills the ideals that America professes. (Normally in 12th grade.)

HS 39: WOMEN'S ISSUES IN AMERICAN HISTORY (FALL; HALF-CREDIT) This course will chart the struggle for women's equality beginning with the colonial period and ending with an examination of the status of women in the U.S. today. Topics to be examined include the campaign for women's suffrage, the advancement of women's educational opportunities, the role of women in reform movements, and the modern feminist movement. (Normally in 12th grade.)

HS 44: AFRICAN HISTORY (SPRING; HALF-CREDIT) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism, and recent social, political, and economic developments in the post-colonial period. Emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (Normally in 12th grade.)

- HS 45: RUSSIAN HISTORY** (FALL; HALF-CREDIT) This course stresses political, social, and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period from the turn of the century to the present. (Normally 11th or 12th grades.)
- HS 48: MIDDLE EASTERN HISTORY** (SPRING; HALF-CREDIT) This course will emphasize the history of the Middle East, particularly the Arab-Israeli conflict, during the twentieth century, especially after World War II. Political, social, religious, and economic developments, as well as current issues, will be studied in readings and discussions. (Normally in 12th grade.)
- HS 51: MICROECONOMICS** (FALL; HALF-CREDIT) The behavior of consumers and producers, the decisions facing individuals and firms: to illuminate these concepts, students will pursue a traditional introduction to the laws of supply and demand, opportunity cost, the marginal principle, the principle of diminishing returns, and the spillover principle. Concurrently, students will consider the evolution of human economic behavior and the theories that have arisen to describe that behavior. Current events will provide opportunities for practical application of course material. Students will be encouraged to use the language and concepts of economics to explore their positions on issues such as the environment, affirmative action, income distribution, and wealth disparities. (Normally in 12th grade.)
- HS 52: MACROECONOMICS** (SPRING; HALF-CREDIT) Growth and production, employment, financial markets, monetary and fiscal policy, aggregate supply and demand, the national and international economy are the topics covered in this course. Students will consider the welter of statistics used to describe and predict economic fluctuations. A stock market project and discussion of current events will provide opportunities for practical application of course material. As in microeconomics, students will be encouraged to use the language and concepts of economics to explore their positions on issues such as the environment, affirmative action, income distribution, and wealth disparities. (Normally in 12th grade.)
- HS 53/54: COMPARATIVE RELIGION** (FALL OR SPRING; HALF-CREDIT) This course will offer an examination of major world religions. Special attention will be paid to common religious themes as well as differences in both substantive belief structures and supporting ethical tenets. The social, political, cultural, and economic impact of religious activity will also be examined in some detail.
- HS 63/64: INTRODUCTORY PSYCHOLOGY** (FALL OR SPRING; HALF-CREDIT) This course introduces students to the discipline of psychology as a science and to the actual practice of psychology. Areas covered include methods and history, physiological bases of behavior, perception, learning, cognition, and motivation. Also addressed are the major areas of personality theory, developmental psychology, psychopathology, and treatment of psychological disorders. Students interested in taking the AP exam in Psychology should take this course in the spring. (12th grade only.)

FOREIGN LANGUAGE DEPARTMENT

French

- FR 11-12: FRENCH I** (TWO SEMESTERS) This course introduces fundamental French communication skills, both oral and written. Basic grammar is presented along with an introduction to French civilization and readings. Most coursework is conducted in French, and multi-media materials are utilized to enrich classroom instruction.
- FR 21-22: FRENCH II** (TWO SEMESTERS) This course reviews and extends the goals of first year French. Most coursework is conducted in French, and multi-media materials are utilized to enrich classroom instruction.
- FR 31-32: FRENCH III** (TWO SEMESTERS) In this course the mastery of basic communicative skills continues (including a basic review of grammar), while the student is also introduced to aspects of French culture. Most coursework is conducted in French and multi-media materials are utilized to enrich classroom instruction.
- FR 33-34: ACCELERATED FRENCH III** (TWO SEMESTERS) This course is a more rigorous and intensive version of FR 31-32 described above. It also includes an introduction to French literature and history. It is designed for the more motivated and capable foreign language student. Coursework is conducted in French. Strong course performance helps students to prepare for the (optional) June French SAT II Test and for advancement to Accelerated French IV.

FR 41-42: FRENCH IV (TWO SEMESTERS) Emphasis in this course is placed on an intensive review of grammar and vocabulary in order to further develop all communication skills. Readings from various sources are also studied. Multi-media materials are utilized to enrich classroom instruction. Coursework is conducted in French. Superior course performance helps students to prepare for the (optional) French SAT II test.

FR 43-44: ACCELERATED FRENCH IV (TWO SEMESTERS) This course is a more rigorous and intensive version of FR 41-42 described above. It is designed for the more motivated and capable foreign language student. Coursework is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II test and for advancement to Advanced Placement French V.

FR 51-52: FRENCH V (TWO SEMESTERS) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same “class” without duplication. Multi-media materials are utilized to enrich classroom instruction. Coursework is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II.

FR 53-54: ADVANCED PLACEMENT FRENCH V (TWO SEMESTERS) This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in French. An intensive review of grammar, vocabulary, and literature is conducted. Once enrolled in this course, students are involved in a rigorous course of instruction and are required to take the Advanced Placement Examination in addition to other course assessments.

FR 91-92: FRENCH INDEPENDENT STUDY (TWO SEMESTERS; MINOR COURSE) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Planning with and written consent from the current Foreign Language Department instructor is required at the time of registration. (Note: This course is not open to native speakers.)

German

GR 11-12: GERMAN I (TWO SEMESTERS) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are introduced. Most coursework is conducted in German, and multi-media materials are utilized to enrich classroom instruction.

GR 21-22: GERMAN II (TWO SEMESTERS) Basic mastery of grammar underpins this course, with more emphasis on writing and vocabulary acquisition. Students develop a broader, more confident active command of the language as well. Readings serve to introduce students to more idiomatic expressions. Most coursework is conducted in German and multi-media materials are utilized to enrich classroom instruction.

GR 31-32: GERMAN III (TWO SEMESTERS) Concentrated work in communication skills as well as mastery of basic grammar constitute this course. The student is also introduced to German civilization, history, and literature. Coursework is conducted in German and multi-media materials are utilized to enrich classroom instruction.

GR 41-42: GERMAN IV (TWO SEMESTERS) This course includes an intensive review of grammar, regular writing assignments, discussion of current events, and a survey of German Literature. Strong course performance helps prepare the student for the optional German Language SAT II test. Coursework is conducted in German and multi-media materials are utilized to enrich classroom instruction.

GR 51-52: GERMAN V (TWO SEMESTERS) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same “class” without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation “AP” added to their transcripts and will be required to take the AP exam, in addition to the other course assessments.)

GR 91-92: GERMAN INDEPENDENT STUDY (TWO SEMESTERS; MINOR COURSE) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration (Note: This course is not open to native speakers.)

Latin

- LT 11-12: LATIN I (TWO SEMESTERS)** This course uses the *Ecce Romani I* series to present basic grammar, forms, vocabulary, translation, and reading comprehension. Elementary readings, following the life of the Cornelius family, serve as the basis for these components of learning the Latin language. The text also provides students with English readings that examine Roman culture and history, mythology, and the influence Rome has on Western Civilization. Students take the Level I National Latin Exam.
- LT 21-22: LATIN II (TWO SEMESTERS)** The study of basic and more complex grammar, forms, vocabulary, translation, and reading comprehension continues in this course. The *Ecce Romani II* text presents students with the second half of the Cornelius family's story while also asking them to consider deeper cultural and historical topics. Students take the Level II National Latin Exam.
- LT 31-32: LATIN III (TWO SEMESTERS)** This course uses the *Ecce Romani III* text to focus on Latin readings concerning exciting events and interesting personalities from the first centuries B.C. and A.D. Emphasis is placed on reviewing previously met Latin grammar and forms, learning the final pieces of Latin grammar, improving translation skills, and the discussion of literary and cultural themes. An introduction to Latin verse is included in the second semester. Students take the Level III National Latin Exam. Strong course performance helps prepare students for the optional June Latin SAT II test.
- LT 41-42: LATIN IV (TWO SEMESTERS)** The focus of this course is literary: the poetry of Catullus, Horace, Ovid or Vergil, the prose of Cicero, or the writings of other authors. Students study the elements of Latin literature and Roman culture in depth and react to the issues that arise. Emphasis is also placed on strengthening grammatical and translation skills. Students take the Level IV National Latin Exam, and strong performance helps prepare them for the optional SAT II test. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam.)
- LT 51-52: LATIN V (TWO SEMESTERS)** The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Students take the Level V National Latin Exam. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam.)
- LT 91-92: LATIN INDEPENDENT STUDY (TWO SEMESTERS; MINOR COURSE)** This individualized tutorial is available to motivated students with excellent language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration.

Spanish

- SP 11-12: SPANISH I (TWO SEMESTERS)** This course introduces fundamental Spanish communication skills, both oral and written. Basic grammar is presented along with an introduction to Hispanic Civilization and readings. Most coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction.
- SP 15-16: PRACTICAL APPLICATIONS IN SPANISH I (TWO SEMESTERS)** This course is similar to SP 11-12 but presents Spanish language mastery instruction primarily from a communicative approach. Most coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once enrolled, students must complete their language requirement with successful study in SP 25-26 and SP 35-36. (This is not an elective course.)
- SP 21-22: SPANISH II (TWO SEMESTERS)** This course reviews and extends the goals of first year Spanish. Most coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction.
- SP 25-26: PRACTICAL APPLICATIONS IN SPANISH II (TWO SEMESTERS)** This course is similar to SP 21-22 but presents Spanish language mastery instruction primarily from a communicative approach. Coursework is conducted in Spanish and multi-media ma-

materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once enrolled, students must complete their language requirement with successful study in SP 35-36. (This is not an elective course.)

SP 31-32: SPANISH III (TWO SEMESTERS) In this course the mastery of basic communicative skills continues (including a basic review of grammar), while the student is introduced to aspects of Hispanic culture. Most coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction.

SP 33-34: ACCELERATED SPANISH III (TWO SEMESTERS) This course is a more rigorous and intensive version of SP 31-32 described above. It also includes an introduction to Hispanic literature. It is designed for the more motivated and capable foreign language student. Coursework is conducted in Spanish. Strong course performance helps students to prepare for the (optional) June Spanish SAT II test and for advancement to Accelerated Spanish IV.

SP 35-36: PRACTICAL APPLICATIONS IN SPANISH III (TWO SEMESTERS) This course is similar to SP 31-32 but presents Spanish language mastery instruction primarily from a communicative approach. Coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Note: This is not an elective course.

SP 41-42: SPANISH IV (TWO SEMESTERS) Emphasis in this course is placed on an intensive review of grammar and vocabulary in order to further develop all communicative skills. Readings from various sources are also studied. Multi-media materials are utilized to enrich classroom instruction. Coursework is conducted in Spanish. Superior course performance helps students to prepare for the (optional) Spanish SAT II test.

SP 43-44: ACCELERATED SPANISH IV (TWO SEMESTERS) This course is a more rigorous and intensive version of SP 41-42 described above. It is designed for the more motivated and capable foreign language student. Coursework is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test and for advancement to Advanced Placement Spanish V.

SP 51-52: SPANISH V (TWO SEMESTERS) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Audio/video cassettes are utilized to enrich classroom instruction. Coursework is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test.

SP53-54: ADVANCED PLACEMENT SPANISH V (TWO SEMESTERS) This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in Spanish. An intensive review of grammar, vocabulary, and literature is conducted. Once enrolled in this course, students are involved in a rigorous course of instruction and required to take the Advanced Placement Examination in addition to other course assessments.

SP 91-92: SPANISH INDEPENDENT STUDY (TWO SEMESTERS; MINOR COURSE) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration. (Note: This course is not open to native speakers.)

NOTES:

- **NATIVE SPEAKERS:** Those native speakers who need co-validation for their government/school must take an advanced level examination. Upon successful completion, credit will be granted by the Department.
- Students must take three consecutive levels (years) of the same foreign language to fulfill the Governor Dummer Academy graduation requirement, and a fourth year is encouraged.
- Capable foreign language students are encouraged to begin an additional foreign language at GDA while continuing advanced study of the first foreign language.
- Foreign language students at Governor Dummer Academy have a number of enrichment opportunities which include exchanges, trips abroad, language club outings, audio/video cassette presentations, daily foreign language satellite and cable news programming, and extensive Internet access to foreign language periodicals, newspapers, and Web pages.

SCIENCE DEPARTMENT

- SC 11-12: SCIENCE 2000** (TWO SEMESTERS; REQUIRED OF ALL 9TH GRADERS) This course is an interdisciplinary study of the major scientific disciplines and the central unifying themes of science in order to provide the background and skills necessary for further study of chemistry, biology and physics. Emphasis is placed on laboratory work and field studies of the local environment as well as the development of computer literacy and environmental awareness.
- SC 10: LIFE SKILLS** (ONE QUARTER; ONE-QUARTER CREDIT; REQUIRED OF ALL 10TH GRADERS) The focus of this course is toward the acquisition of health knowledge and decision-making skills which will encourage students to practice wellness, avoid injury, and prevent disease. In learning to appreciate one's role in the health and well-being of self, family, and community, students should acquire life-long healthy habits and practices.
- SC 21-22: BIOLOGY** (TWO SEMESTERS) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models. (10th, 11th, or 12th grades.)
- SC 23-24: ACCELERATED BIOLOGY** (TWO SEMESTERS) An introductory biology course emphasizing the relationships among living things at each level of organization. Laboratory work illustrates and emphasizes these relationships. (Prerequisite: successful completion of one year of chemistry and permission of the department.)
- SC 25-26: CONCEPTUAL BIOLOGY** (TWO SEMESTERS) This course takes an environmental, ecological approach to the study of introductory biology. Laboratory and field experimentation is emphasized, with focus on the concrete and descriptive aspects of biology. Prior study of chemistry is not required. (10th, 11th or 12th grades.)
- SC 27-28: AP BIOLOGY** (TWO SEMESTERS) This course is designed to prepare students for the College Board Advanced Placement exam in biology. It covers the material expected in a first year college level introductory biology course and meets for one additional laboratory period, compared to the standard GDA science course. (Prerequisite: successful completion of one year of chemistry and permission of the department.)
- SC 31-32: CHEMISTRY** (TWO SEMESTERS) A general introduction to chemical theory and laboratory procedures. (10th, 11th, or 12th grades.)
- SC 33-34: ACCELERATED CHEMISTRY** (TWO SEMESTERS) An introductory course for students with strong aptitudes and a strong interest in science. This course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of chemistry. (Prerequisite: successful completion of Algebra I and permission of the department.)
- SC 35-36: APPLIED CHEMISTRY** (TWO SEMESTERS) In this laboratory course students will learn basic chemical principles through investigation of chemistry's impact on society. Environmental issues currently confronting our society and the world will serve as a basis for introducing the chemistry needed to understand them. Students will explore how chemical concepts apply to their daily lives and the world around them. (10th, 11th, 12th grades.)
- SC 37-38: ADVANCED CHEMISTRY** (TWO SEMESTERS; MINOR COURSE) Advanced Chemistry is a review and further development of the first year chemistry course. It includes projects or topics chosen by the students and the instructor as time permits. Completion of two years of chemistry, or Accelerated Chemistry followed by Advanced Chemistry, results in an introduction to all the major topics in a college freshman chemistry curriculum. [Prerequisite: successful completion of one year of chemistry (honors or accelerated level recommended) and permission of the department.]
- SC 41-42: PHYSICS** (TWO SEMESTERS) This course is designed for the student who probably won't major in science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer-based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry is also a goal of the course. At the completion of the course, the student should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (Prerequisite: Algebra II, completed or studied concurrently.)

- SC 43-44: ACCELERATED PHYSICS** (TWO SEMESTERS) This is an introductory physics course covering traditional topics in mechanics, dynamics, wave motion, modern physics, and electricity. While an experimental approach to developing concepts is emphasized, problem-solving also is stressed. The course includes outside activities such as Amusement Park Physics and Physics Olympics. It is not intended to be an AP course, but is a prerequisite for Advanced Physics. (Prerequisite: successful completion of Algebra II with honors-level achievement and permission of the department.)
- SC 45-46: CONCEPTUAL PHYSICS** (TWO SEMESTERS) Conceptual Physics is a laboratory course that builds understanding with concepts before computation. Physical phenomena are explained in English first. Physics algebraic relationships are then used as guides to thinking. Finally, physics problems are solved as a way of verifying students understanding of concepts. The course deals with mechanics, kinematics, wave theory, and other topics. The texts for the course are *Conceptual Physics* by Hewitt, *Problem Solving Exercises in Physics* by Hickman. Extensive use is made of the software program Interactive Physics to model physical systems. (Prerequisite: Algebra II, completed or studied concurrently.)
- SC 47-48: ADVANCED PHYSICS** (TWO SEMESTERS; MINOR COURSE) A review and continuation of Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, thermodynamics, relativity, and quantum mechanics. This course is especially useful to those students planning to take the Physics Achievement Test in December. Students can also prepare for the AP exam. (Prerequisite: successful completion of one year of physics and permission of the department. Concurrent Calculus is recommended.)
- SC 55-56: AP PHYSICS** (TWO SEMESTERS) A second-year physics course which covers the concepts of the B-level College Board Advanced Placement exam. There is special emphasis on electricity, magnetism, quantum mechanics, thermodynamics, angular motion, and relativity. While not primarily a laboratory course, experiments will often be included in the curriculum. (Prerequisite: successful completion of Accelerated Physics or permission of the department.)
- SC 50: HUMAN ANATOMY AND PHYSIOLOGY** (SPRING; HALF-CREDIT) This is a one-semester course covering the fundamentals of human anatomy and physiology. Units of study include cell chemistry and structure, tissues and organ systems including the Integumentary, Skeletal, Muscular, Nervous, Endocrine, Cardiovascular, Lymphatic, Respiratory, Urinary, Reproductive and Sensory systems. Students should finish the course with a strong introductory understanding of the structure and function of the human body. This course is contingent upon teacher availability. (Prerequisite: one year of biology; 11th or 12th grades.)
- SC 51: ECOLOGY** (FALL OR SPRING; HALF-CREDIT) This course begins by introducing students to the basic concepts of ecology: the relationships between organisms, the elements in the environment, and the concept of evolution. These ideas are used as the underpinning for later discussions of the pressing environmental issues we face today. Many laboratories are conducted outdoors with the integration of computer simulations and indoor lab work to bolster understanding. (Prerequisite: one year of biology, and one year of chemistry or physics—completed or being studied concurrently; 11th or 12th grades.)
- SC 52: MARINE SCIENCE** (FALL OR SPRING; HALF-CREDIT) This study is a second year science course considering the basic principles of oceanography. Topics covered include the geology, chemistry, physics, and ecology of marine systems. Emphasis is placed on class and independent projects and field work. (Prerequisite: completion of one year of biology, and a year of chemistry or physics completed or being studied concurrently; 11th or 12th grades.)
- SC 81-82: SCIENCE HONORS RESEARCH PROGRAM** (TWO SEMESTERS) This “extra credit” program applies to any science course. A research project—including readings, laboratory work, a paper, and a defense—can be applied for by consulting the teacher of the student’s current science course, with approval at the department’s discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the designation “Honors.”
- SC 91/92: INDEPENDENT STUDY IN SCIENCE** (FALL OR SPRING; .25 CREDIT) Requires planning with and written consent of a Science Department instructor at the time of registration.

SCIENCE NOTES:

- All students, especially those contemplating studying science, engineering or medicine in college should include chemistry, biology, and physics in their programs. They also should plan to take a College Board SAT II Test in at least one science along with mathematics.
- Potential science, engineering, or pre-med majors are strongly urged to first take chemistry and then accelerated biology or physics.
- Potential science, engineering, or pre-med majors who plan to study each of the three basic science courses are advised to follow the sequence: chemistry, physics, accelerated biology. Advanced minor courses in chemistry and/or physics are strongly recommended.
- In all cases, students should follow the recommendations of the science department. Any deviation from these recommendations must be approved by the Science Department Chair.

FINE ARTS DEPARTMENT

FA 11-12: INTRODUCTION TO THE FINE ARTS (TWO SEMESTERS: MINOR COURSE) Students are introduced to the world of fine and performing arts through both historical and applied, creative experiences. The course considers music, theater, ceramics, computer art, video, photography and a 2- and 3-dimensional art. It also provides exposure to the faculty of the Fine Arts Department. (Required of all 9th graders.) There is a student charge of \$30 for materials.

NOTE: The remaining offerings are for students in grades 10 - 12.

VISUAL ARTS

VA 23/24: COMPUTER ART (FALL OR SPRING; HALF-CREDIT) Students will produce works of art using various computer programs, including Adobe Photoshop and Quark Xpress. The course will encourage experimentation with all aspects of Photoshop. It will cover the design principles and applications necessary for creating such projects as book and CD covers, ads, and magazine layouts. Limited to 8 students.

VA 25: ARCHITECTURE (FALL; HALF CREDIT) Architecture is a full semester course with each student displaying his or her final project to the community. The first quarter is spent learning the principles of perspective, design, spatial concepts, and basic architectural design. During the second quarter each student will demonstrate her or his knowledge of architecture by designing a structure with a floor plan and elevation design, and by creating a 3-D model of their structure. A lab fee of \$30.00 is required.

VA 26: FILM (SPRING; HALF CREDIT) This is a full semester upper class course with each student displaying his or her final project to the community. The first quarter is spent studying films and learning the principles of filmmaking techniques (i.e., camera operation, editing, directing, and acting). During the second quarter each student will demonstrate his or her knowledge of filmmaking by working on several separate film projects as part of a film crew. Each student will be required to direct at least one film. Class size limited to 10 students. A lab fee of \$50.00 is required. This course is contingent upon teacher availability and student interest.

VA 30: ANIMATION (SPRING; HALF-CREDIT) This is an introductory course for students who are interested in learning the process of making an animated film. The students will be introduced to animated filmmakers, as well as different types of animation. They will be required to make a storyboard, write a script, edit, and put sound to their film. The major component of the course is completing a three-minute film. Classes meet for 90 minutes, twice each week. A lab fee of \$40 is required.

VA 31/32: CERAMICS STUDIO (FALL OR SPRING; HALF-CREDIT) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing, and kiln use. Ninety-minute classes meet twice a week. There is a student charge of \$50 for materials. (Limited to one section per semester.)

VA 33/34: INTERMEDIATE CERAMICS STUDIO (FALL OR SPRING; HALF-CREDIT) This studio course is for the more serious pottery student who wishes to continue to explore further with sculpture and hand-building techniques and more advanced wheel work. The student will learn about different temperature firings such as Saggar, Pit, and Smoke firings, in addition to learning how to fire the kilns.

- VA 35/36: ADVANCED CERAMICS STUDIO** (FALL OR SPRING; HALF-CREDIT) This studio course is for the serious art student who will do considerable independent work in addition to in-class assignments on the wheel and hand-building. Emphasis in this course will be on glazing techniques and the study of chemistry involved in formulating glazes.
- VA 41/42: PHOTOGRAPHY STUDIO** (FALL OR SPRING; HALF-CREDIT) This is a basic studio course in black and white photographic techniques with emphasis on visual perception and expression, the camera, and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed, plus a light meter, is advisable but not required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. There is a lab fee of \$50 and students typically spend another \$75 to \$100 for personal photographic supplies. (Seats reserved in equal numbers for all three upper classes.)
- VA 51/52: INTRODUCTORY STUDIO ART** (FALL OR SPRING; HALF-CREDIT) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design, papier-mâché, and three-dimensional design. Projects will be assigned in pencil, block print, and acrylic painting. Student work will be shown in both annual student exhibits. Classes meet for 90 minutes twice each week. A lab fee of \$40 is required. (Limited to one section per semester.)
- VA 53: INTERMEDIATE STUDIO ART** (SPRING; HALF-CREDIT) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis will be placed on drawing and painting, with attention given to the Advanced Placement requirements. Work is required for exhibit. (Prerequisite: VA 51 and the instructor's permission or, for the serious experienced student, a portfolio for audition.) A lab fee of \$30 covers the cost of supplies.
- VA 57-58: ADVANCED STUDIO ART** (ADVANCED PLACEMENT; TWO SEMESTERS) This course is for the student with a serious commitment to studio art, who is interested in fulfilling Advanced Placement requirements. Considerable independent work is expected along with in-class assignments. Students will devise their independent program, and will conceive and carry out their projects. The first semester will be focused on drawing and painting with particular emphasis on the human form. The second semester focus will be on concentration and preparation for the AP exam in May. Four hours of supervised work and one hour of independent work per week. (Permission of the department and VA 53 are normal prerequisites.) A lab fee of \$60 is required.
- VA 91/92: INDEPENDENT STUDY IN VISUAL ARTS** (FALL OR SPRING; .25 CREDIT) Individual study in a topic as arranged by the student in consultation with an instructor from the department. Students meet together once each week to discuss their work. (Prerequisite: VA 51.) A lab fee of \$40 is required.

PERFORMING ARTS

- PA 21/22: ELECTRONIC MUSIC COMPOSITION** (FALL OR SPRING; HALF-CREDIT) This course is designed to allow the student to be creative in the world of sound. The electronic music studios are substantial, including various synthesizers, computers, samplers, effect processors, and two-, four-, and eight-track tape decks. No musical or electronic background is required, but it is helpful. (Limited to one section each semester.)
- PA 23-24: CHAMBER ORCHESTRA/ENSEMBLE** (TWO SEMESTERS; MINOR COURSE) In this course, students will learn and perform chamber music. Music will be drawn from standard and contemporary repertoire. The ensemble will perform regularly in Fine Arts concerts and in other school events. Chamber Ensemble is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals, and regular performance. (Prerequisite: rudimentary fluency on a chamber musical instrument.)
- PA 25-26: JAZZ BAND** (TWO SEMESTERS; MINOR COURSE) In this course, students will learn and perform music from the jazz-rock repertoire. The band will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Jazz Band is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals, and regular performance. (Prerequisite: rudimentary fluency on a musical instrument.)

PA 27-28: CHORUS (TWO SEMESTERS; MINOR COURSE) The Academy Singers, an elective class, is the largest class at GDA. Though primarily performance-oriented, students work on the basic tenets of good singing through the use of vocal warm-ups and literature that develop tone quality, breathing, intonation, diction, and the other areas of the voice. This mixed chorus will prepare and perform a wide range of challenging choral music representative of all styles and performance.

PA 29/30: DRAMA (FALL OR SPRING; HALF CREDIT) “An Introduction to the Actor’s Craft.” Students will work on developing the voice, the complete body, the mind, and the heart of an actor. Textual analysis, character sketch, dance, stage combat, and scene study will culminate in a workshop performance at the end of each quarter. In addition to performance, students will be asked to do required reading and to write.

PA 47-48: ADVANCED CHORUS (TWO SEMESTERS; MINOR COURSE) Members will prepare and perform a wide range of challenging choral music representative of all styles and periods especially suited to a chamber group of advanced musicians. Students should be able to learn and memorize music quickly and carry their own parts in a small ensemble. All of the requirements and standards of excellence in The Academy Singers are expected. Auditions required.

PA 49-50: SELECT FEMALE CHORUS (TWO SEMESTERS; MINOR COURSE) Members will prepare and perform a wide range of challenging choral music representative of all styles and periods especially suited to an a cappella group of advanced musicians. Students should be able to learn and memorize music quickly and carry their own parts in a small ensemble. All of the requirements and standards of excellence in The Academy Singers are expected. Auditions required.

PA 91/92: INDEPENDENT STUDY IN PERFORMING ARTS (FALL OR SPRING; .25 CREDIT) Individual study in a topic as arranged by the student in consultation with an instructor from the department prior to June 1 for semester one, and prior to December 1 for semester two.

PRIVATE LESSONS Individual weekly lessons on most instruments, voice, and dance are available at approximately \$300 per quarter. Lessons are offered in orchestral instruments, piano, guitar, and organ.

NOTES:

- Class requirements for both PA 47-48 and PA 49-50 include:
- Attendance at all concerts with all materials memorized.
- Proper stage dress and decorum.
- Active leadership roles within advanced choruses, shows, and/or instrumental music.
- Out of class practice for 30 minutes, 5 times a week, on musical activities, for example: private lessons, guild, voice concert, musical, electronic music, etc.
- Respect for section leaders and active involvement in independent group work.
- Responsibility for being a section leader in chorus or instrumental music.
- Maintaining a journal throughout the year tracking insights, frustrations, and accomplishments.
- Completing this course with the ability to read music, both treble and bass clefs.
- Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, the student must indicate both a first and a second choice in any one semester on the course registration form.

INTERDISCIPLINARY SEMINAR

HS 81-82 This is a seminar that meets for 90 minutes in the evening every other week. The course is not graded but a weight is added to the student’s grade point average based upon quality of participation and preparation. The seminar focuses on issues that cross disciplines and cover a wide range of topics. Students in all grades may apply to enter the course.

SENIOR SPRING TERM PROJECTS

Some seniors intend to participate in the Senior Spring Term Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, juniors and sophomores may wish to study the special information below detailing considerations in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November. Seniors-to-be who are seriously contemplating participation in the program are asked to note this desire on the course registration sheet.

All projects are subject to the approval of the SSTP Committee and must meet all of the following conditions:

Seniors must maintain at least a C- over-all grade point average (1.7) in their courses through the third quarter in order to take a Senior Spring Term Project. A student who wishes to do a project may petition through the Academic Dean's office if his/her grade point average is lower than a C-.

Students may drop up to three classes but are encouraged to limit the number of courses dropped. Any courses that require an AP exam may not be dropped. No distribution requirements may be dropped for a spring term project except for a fourth year of English. Also, the following one-semester courses may not be dropped: CS 40 and HS 64.

If a student drops a course for the fourth quarter, he/she will not be required to take the final exam.

The SSTP requires a research paper, daily journal, weekly meetings, and a final presentation to the committee. Failure to complete any of these requirements satisfactorily will result in no diploma.

Students must obtain the classroom teacher's approval in order to drop a class.

ACADEMIC SUPPORT POLICY

The school offers some curriculum adjustments to help students succeed in our academic program. No waivers of academic graduation requirements will be granted. Governor Dummer Academy offers the following academic support to all its students:

Group and individual extra help sessions are made available at regularly scheduled times during the school day and evening by the school's classroom teachers. All students are encouraged to attend these sessions when concepts are unclear.

Additional time on examinations conducted in class may be offered by classroom teachers. A student may request additional time, and the student and teacher will determine an appropriate time period and venue together.

Students with diagnostic testing may request preferred seating at semester-end final examinations. These arrangements must be made one week in advance and will be accommodated as resources permit. Students with documented extended time provisions have three hours to complete semester-end final examinations that have been written to be completed within two hours.

Students may request individual adult tutors at an additional expense to the family. Generally, tutors are requested after students have availed themselves of extra help with classroom teachers.

If a student is unable to master a year of English during a school year, the student will be expected to enroll for an additional year at Governor Dummer to make up the year of English.

Students with learning differences that necessitate a nonstandard administration of the PSAT, SAT-I and SAT-II: Subject Tests (Achievements) must submit to the College Counseling Office a written evaluation from a qualified educational specialist and certification by Governor Dummer Academy's Academic Office as required by Educational Testing Service no less than eight weeks prior to the specified test date. The Academic Office provides certification to those students who regularly avail themselves of extended time on examinations given within the school's curriculum after it receives written evaluations by certified learning specialists.

All students may avail themselves of a study and reading skills course provided on campus by an outside agency specializing in such instruction. While proper note taking, study skills, and reading skills are discussed in the regular curriculum at Governor Dummer Academy, the reading and study skills course is intended for those students who need or desire more rigorous instruction in these important skills. The cost of this

outside course must be paid by the students' families and is offered every other year.

Governor Dummer Academy does not employ faculty skilled in the areas of remedial reading or writing as these terms are normally understood.

The school has computer laboratories, providing word processing software and printers for students to use in preparing writing assignments.

Governor Dummer Academy provides a supervised evening study hall program for those students who are placed on Academic Probation, students with a GPA below a 1.7, and students whose advisors recommend the placement. Any student may be recommended for this study hall by his or her teachers, dorm parents, or advisor.

Courses completed in the summer will not count toward Governor Dummer Academy graduation requirements or a student's grade point average. The only exception for summer work is the second half of Algebra I, with permission of the Mathematics Department. The school may require a student to do academic work during the summer to master content or skills not completed during the school year.

Governor Dummer Academy does not employ any certified learning specialists skilled in the area of learning differences or diagnostic evaluations. Families in need of such testing must arrange diagnostic testing with qualified persons outside the school at their own expense. Any adjustments in academic program recommended by such testing would be limited to the academic support services outlined in this policy.

This policy is effective for all students. Governor Dummer Academy reserves the right to make all final determinations regarding support services for its student body.

COLLEGE COUNSELING

The College Counseling Office staff attempts to establish a partnership with each student and his/her parents to assist in the college counseling process. To this end, Janet Adams-Wall, our Director of College Counseling, brings more than 25 years of college counseling experience to the forefront in offering our students a comprehensive college selection and application program that includes both one-on-one and group meetings beginning in January of the junior year. A college day program in the spring of the junior year provides a chance for each junior and his/her parents to attend an informative session with a college admission officer and to attend a college fair where contact can be made with more than 100 colleges from throughout the country. With more than 40 years of experience as a college admission dean and college counselor, Edward B. Wall, Janet's husband, joined the office in 2000 and works with members of the senior class each year.

In addition to providing a myriad of opportunities to learn more about the college search and application process, the College Counseling Office arranges information meetings on the GDA campus for more than 100 college admission officers to meet with interested students during the fall of their senior year. In addition to numerous websites covering topics pertinent to the college search, the office has an extensive library of materials, including college viewbooks, catalogs, and videotapes.

FROM 1999 TO 2002, GDA GRADUATES HAVE ATTENDED:

Aberdeen, University of (Scotland)	Merrimack College
Adelphi University	Miami, University of
American University	Michigan, University of
Amherst College	Minnesota, University of (Twin Cities)
Babson College	Mount Holyoke College
Bard College	Muhlenberg College
Barnard College	Nevada, University of (Las Vegas)
Bates College	New England College
Becker College	New Hampshire, University of
Bentley College	New York University
Boston College	North Carolina, University of (Charlotte)
Boston University	Northeastern University
Bowdoin College	Norwich University
Brandeis University	Notre Dame, University of
Brigham Young University	Occidental College
Bucknell University	Ohio State University
California, University of (Santa Barbara)	Ohio University
Carleton College	Ohio Wesleyan University
Carnegie Mellon University	Olivet Nazarene University
Case Western Reserve University	Pacific, University of the
Clark University	Parsons School of Design (New School)
Colby College	Pennsylvania, University of
Colgate University	Pomona College
Colorado College	Providence College
Colorado State University	Puget Sound, University of
Concordia University	Queen's University at Kingston
Connecticut College	Quinnipiac College
Cornell University	Quinnipiac University
Dartmouth College	Randolph-Macon College
Denison University	Reed College
Denver, University of	Rensselaer Polytechnic Institute
Dickinson College	Rhode Island School of Design
Drew University	Rhode Island, University of
Drexel University	Richmond, University of
Duke University	Roanoke College
Elmira College	Rochester Institute of Technology
Embry-Riddle Aeronautical University	Roger Williams University
Emmanuel College (Massachusetts)	Rollins College
Emory University	Rutgers University
Endicott College	Saint Anselm College
Fairfield University	Saint Joseph's College (Maine)
Findlay, University of	Saint Michael's College
Florida Atlantic University	Salem State College
Fordham University	San Diego, University of
Framingham State College	Santa Clara University
Franklin and Marshall College	Sarah Lawrence College
George Washington University	Savannah College of Art and Design
Georgia Institute of Technology	Scripps College
Gettysburg College	Skidmore College
Gordon College (Massachusetts)	Southern Connecticut State University
Goucher College	Spelman College
Guilford College	Springfield College
Hampton University	St. John's College (Maryland)
Hartford, University of	St. Lawrence University
Hartwick College	Stanford University
Harvard and Radcliffe Colleges	Stonehill College
Haverford College	Suffolk University
Hawaii and Manoa, University of	Syracuse University
Hobart and William Smith Colleges	Trident Technical College
Holy Cross, College of the	Trinity College (Connecticut)
Howard University	Tufts University
Indiana University Bloomington	Tulane University
Johns Hopkins University	Union College (New York)
Lafayette College	United States Coast Guard Academy
Lake Forest College	United States Military Academy
Lawrence University	Ursinus College
Lesley College	Vanderbilt University
Lewis & Clark College	Vassar College
Loyola University New Orleans	Vermont, University of
Lynn University	Virginia Wesleyan College
Maine School of Art	Virginia, University of
Maine, University of	Washington and Jefferson College
Maryland, University of (College Park)	Wellesley College
Massachusetts, University of (Amherst)	Wesleyan College
Massachusetts College of Art	Wesleyan University
Massachusetts Institute of Technology	Western Ontario, University of
McGill University	Wheaton College (Massachusetts)
Menlo College	

ADMISSION INFORMATION

There are certain requirements that need to be fulfilled in order to be considered for admission. The day student application deadline is **January 15, 2003**, and the deadline for boarding applications is **January 31, 2003**. Candidates who apply after the deadlines will be considered on a rolling basis, as space permits. We have included the following checklist to assist you:

- Schedule a personal interview and tour of the GDA campus through the Office of Admission at 978-499-3120. Appointments may be scheduled Monday through Friday during the academic day.
- Register for the November, December and/or January Secondary School Admission Test (SSAT), administered at centers throughout the world. Information about the SSAT may be obtained through the Academy or from the Secondary School Admission Test Board's website, www.ssat.org (you may register on-line). The SSAT phone number is 609-683-4440. The GDA SSAT code is 3466. Governor Dummer Academy also will accept the Independent School Entrance Examination (ISEE) offered by the Educational Records Bureau in New York, at 1-800-989-3721.
- The Academy requires that international students take the Test of English as a Foreign Language (TOEFL).
- Complete and return the Application for Admission, with the required fee of \$50.00 for domestic applications and \$100.00 for applications from outside the U.S.
- Complete and return the Student Questionnaire.
- Parents should sign the Transcript Release Form and give it to the candidate's current principal, head of school, or guidance counselor.
- Print or type the candidate's name on the
 - *Current English Teacher Recommendation
 - *Current Mathematics Teacher Recommendation
 - Personal Recommendation
 - Special Interest Recommendation (optional)
- And present them, after your first marking period, with the stamped return envelope, to the appropriate persons.

**We accept The Association of Boarding School's common application form*

Governor Dummer Academy places a high value on diversity, and does not discriminate on the basis of race, color, sexual orientation, religion, or national or ethnic origin in admission or in the administration of school programs.

FINANCIAL AID

Governor Dummer Academy is committed to provide deserving students with the opportunity to attend regardless of financial circumstances. Approximately one third of GDA students receive financial aid. Candidates applying for financial aid must meet the requirements of financial need, character and academic potential. For the 2002-2003 academic year over \$1,900,000 in financial aid was awarded to nearly one third of the student body.

If need is indicated on the application for admission, parents are also asked to:

- Complete a Parents' Financial Statement form, which must be returned by **January 31, 2003**. If the candidate's parents are separated or divorced, both parents must supply financial information.
- Submit the current year's (2002) W-2 forms, the latest signed income tax forms, and the Family Information Sheet to Governor Dummer Academy.

The Office of Admission will send you an acknowledgment when we have received all of your application materials. Governor Dummer Academy will notify candidates of admission decisions on **March 10, 2003**. Parents of those admitted are to respond to the Academy no later than **April 10, 2003**.

2002-2003 TUITION AND FEES

TUITION	BOARDING	DAY
(Room and Board)	\$30,350	\$24,050
FEES		
Smart Card Deposit		
(Student account for books, supplies, etc.)	\$750	\$750
Tuition Refund Plan	\$546.30	\$432.90
General Fee	\$650	\$500

An optional accident insurance plan is also available.
10% of tuition is due at the time of enrollment for new students, and at the time of re-enrollment for returning students.
Second and third tuition payments are due July 15 and December 1, respectively.

TRUSTEES OF GOVERNOR DUMMER ACADEMY

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Stephen G. Kasnet '62, P'95, Vice President
Gerry Mack P'87 '91 '93, Vice President
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Haskell Rhett '54
George S. Scharfe P'95 '00
Dolly Miller Shalvoy P'02 '04
Steven G. Shapiro '74
C. Thomas Tenney, Jr. '69

ALUMNI/AE TRUSTEES

Kara Moheban McLoy '88
Bruce C. Turner '83
Joseph P. Turner, Jr. '99

ALUMNI/AE COUNCIL

James C. Deveney, Jr. '60, President

FACULTY

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HEADMASTER
Williams College 1973, B.A.
New York University 1981, M.A.
Appointed July, 1999

Richard N. Leavitt
MATHEMATICS
Amherst College 1964, A.B.
Bowdoin College 1971, M.A.
Appointed September, 1964

Michael A. Moonves
ASSOCIATE DIRECTOR OF DEVELOPMENT
Trinity College 1966, B.A.
Appointed September, 1969

David S. Abusamra
FRENCH, SPANISH
Holy Cross College 1969, B.A.
Middlebury College 1979, M.A.
Appointed September, 1972

Laurel E. Abusamra
FRENCH, SPANISH
Hallins College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Katherine Krall Guy
FRENCH, SPANISH
Oberlin College 1971, B.A.
Tufts University 1978, M.A.
Lesley University 2000, M.A. (Intercultural Relations)
Appointed September, 1977

Stephen C. Metz
SCIENCE
Trinity College 1972, B.S.
Boston University 1976, M.A.
Warcester Polytechnic Institute 1994, M.S.
Appointed September, 1978

Christopher D. Stowens
MUSIC
Calgate University 1972, B.A.
New England Conservatory of Music 1979, M.A.
Appointed September, 1978

David D. Moore
SCIENCE
Northeastern University 1966, A.B.
Clarkson College 1970, M.S.
Appointed September, 1980

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DEAN OF STUDENTS; ENGLISH
University of Vermont 1969, B.A.
Antioch College 1993, M.Ed.
Appointed September, 1983

Elizabeth A. Ruhl
SCHOOL COUNSELOR; HISTORY
Gardner College 1978, B.A.
Northeastern University 1979, M.Ed.
Appointed September, 1984

Michael H. Karin, Jr.
DEPARTMENT CHAIR, MATHEMATICS
Bates College 1985, B.S.
University of New Hampshire 1993, M.S.T.
Appointed September, 1985

A. John Seufert, Jr.
DEPARTMENT CHAIR,
FOREIGN LANGUAGES; GERMAN
Boston College 1973, B.A.
Tufts University 1981, M.A.
U.S. Naval War College, 1997
Appointed September, 1985

Paul H. Wann
ENGLISH; DRAMA
University of Minnesota 1971, B.A.
Tufts University 1974, M.A.
Appointed September, 1985

Janet E. Adams-Wall
DIRECTOR OF COLLEGE COUNSELING
Washington State University 1975, B.A.
University of Southern Maine 1980, M.S.
Appointed September, 1986

Perry D. Nelson
HISTORY
Williams College 1979, B.A.
Harvard University 1987, M.Ed.
Appointed September 1987

Irina Okula
ART
Franklin College 1966, B.A.
Southern Illinois University 1971, M.F.A.
Appointed September, 1987

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ACADEMIC DEAN; ENGLISH
Bates College 1986, B.A.
Middlebury College 1992, M.A.
Appointed September, 1988

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Dartmouth College 1974, A.B.
University of Iowa 1977, M.A.
Appointed September, 1988

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MATHEMATICS
Trenton State College 1969, B.A.; 1970, M.A.
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CHIEF FINANCIAL OFFICER
Boston College 1965, B.S.
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HISTORY
Middlebury College 1977, B.A.
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Jeffrey P. Kelly '85
LATIN
Haverford College 1989, B.A.
Harvard University 1999, A.L.M.
Appointed January, 1991

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SCIENCE
Tufts University 1973, B.S.
University of New Hampshire 1984, Ph.D.
Appointed September, 1991

Mary E. Leary
DIRECTOR OF LIBRARY SERVICES;
DIRECTOR OF ARCHIVES
Cardinal Cushing College 1967, B.A.
Salem State College 1986, M.Ed.
Appointed September, 1991

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ASSOCIATE DIRECTOR OF ATHLETICS;
HEAD ATHLETIC TRAINER
University of New Hampshire 1991, B.S.
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Boston University, School of Fine Arts
Massachusetts College of Art
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Middlebury College 1978, B.A.
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MATHEMATICS
Williams College 1979, B.A.
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ASSOCIATE DIRECTOR OF ADMISSION
Cambridge College 1999, B.A., M.Ed.
Appointed September, 1993

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Purdue University 1966, B.S.
Johns Hopkins University 1973, Ph.D.
Appointed September, 1994

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Franklin and Marshall College 1986, B.A.
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University of New Hampshire 1995, B.S.
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ENGLISH
Vassar College 1979, A.B.
University College, Dublin 1982, M.A.
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Yale University 1981, B.A.
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University of Illinois, Chicago 1979, B.S.
Appointed June, 1997

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DIRECTOR OF FINANCIAL AID
Bowdoin College 1992, A.B.
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Franklin and Marshall College 1997, B.A.
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Cornell College 1975, B.S.S.
Salem State College 1996, M.Ed.
Appointed September, 1997

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SPANISH
Simmons College 1984, B.A.
Appointed September, 1997

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Randolph-Macon College 1996, B.A.
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Catherine A. Ceglarski
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Marian Court College 1979, A.S.
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MATHEMATICS
University of Massachusetts, Lowell 1985, B.S.
University of Virginia 1994, M.Ed.
Appointed September, 1998

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DIRECTOR OF HEALTH SERVICES
St. Olaf College, B.S.N.
College of St. Catherine, A.N.P.
Appointed September, 1998

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Mary Washington College 1998, B.A.
Appointed September, 1998

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DIRECTOR OF ATHLETICS; SCIENCE
Union College 1984, B.S.
University of New Hampshire 1995, M.S.
Appointed September, 1998

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DEPARTMENT CHAIR, HISTORY
Union College 1983, B.S.
Vermont Law School 1987, J.D.
Appointed September, 1998

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Boston College 1984, A.B.
Middlebury College 1994, M.A.
Appointed September, 1998

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SCIENCE
Tufts University 1967, B.S.
SUNY at Buffalo 1969, M.S.
SUNY at Buffalo 1973, Ph.D.
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University of Wisconsin 1989, B.S.
Lesley College 1998, M.Ed.
Appointed September, 1999
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CHORAL MUSIC
University of New Hampshire 1982, B.M.
Appointed September, 1999
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University of New Hampshire 1969, B.A.
University of New Hampshire 1970, M.A.T.
Appointed September, 1999
- Bao T. Nguyen
SCIENCE
The University of Vermont 1986, B.A.
The University of Vermont 1998, M.A.T.
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ASSISTANT TO THE DEAN OF STUDENTS;
HISTORY
Bowdoin College 1999, A.B.
Appointed September, 1999
- Gregory B. Waldman '87
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Northeastern University 1994, B.S.
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Plymouth State College 1995, B.A.
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ASSOCIATE DEAN OF STUDENTS; FRENCH
Bowdoin College 1997, A.B.
Appointed September, 2000
- Steven D. Ogden
ENGLISH
Wake Forest University 1987, B.A.
Middlebury College 1997, M.A.
Appointed September, 2000
- James B. Brayshaw, Ph.D.
MATHEMATICS
Princeton University 1983, B.A.
University of Virginia 1989, M.E.
University of Virginia 1994, Ph.D.
Appointed September, 2001
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ENGLISH
Beloit College 1983, B.A.
Harvard Graduate School of Education 1989, Ed.M.
Middlebury College 1994, M.A.
Appointed September, 2001
- Patricia R. Har
ENGLISH
Wesleyan University 1999, B.A.
Appointed September, 2001
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HISTORY
Williams College 1996, B.A.
University of Pennsylvania 2000, M.A.
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Appointed September, 2001
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Appointed September, 2002
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SCIENCE
University of Idaho 1999, B.S.
Appointed September, 2002
- Matthew E. M. Hunt
MATHEMATICS
University of Virginia 2000, B.S.
University of Virginia 2002, M.S. (expected)
Appointed September, 2002
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Cornell University 2001, B.A.
Appointed September, 2002
- Judith H. Klein
DIRECTOR OF COMMUNICATIONS
Tufts University 1969, B.A.
Tufts University 1975, M.A.
Appointed September, 2002
- Joseph V. Repczynski
TECHNICAL THEATER DIRECTOR; ARTS;
ENGLISH
University of New Hampshire 1995, B.A.
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GOVERNOR DUMMER ACADEMY

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